

HEWETT PRIMARY SCHOOL SIP 2018
VALUES: RESPECT RESPONSIBLY AND LEARNING

SCHOOL PRIORITY

NUMERACY, ABLES, BEHAVIOUR AND WELL BEING

PRIORITY SUMMARY	KEY DIRECTIONS AND EMPHASIS	Targets: Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate	MONITORING	Strategies: The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets
<p><u>MAINSTREAM MATHS IMPROVEMENT</u></p> <p>Pedagogical changes in the delivery of Maths include an emphasis on effective feedback, deeper questioning, identification of class and individual goals. Students recognise their growth and the relevance of their learning. Parents are supported with their understanding of Numeracy and the importance of a Growth Mindset.</p>	<ul style="list-style-type: none"> • Increased engagement. • Effective Feedback • Maths talks are part of all classes challenging and expanding learning • Greater Challenge • Effective task design, assessment and moderation which enables challenge, higher achievement and sharing of learning. • Positive, creative and growth mindset attitude towards Maths. • Big Ideas in Number implemented as part of the Maths Program. • Intervention program developed to address TTC 	<p>70% of Reception children achieve 1:1 correspondence when counting a collection to 20.</p> <p>90% of Year 2 Students pass TTC</p> <p>5% increase in the number of students at each Year level who achieve at or above their expected growth in PAT Maths.</p> <p>100% of students who achieved in the UPPER Bands in Maths in NAPLAN in 2016 maintain Upper Band Placement in 2018.</p>	<p>Year 1 , 2 and 3 students are tested each term.</p> <p>Students in the Upper 2 bands are tested each term against those areas identified in their PAT and NAPLAN.</p> <p>In teams twice a term discuss TTC activities and changes.</p> <p>Each term has 2 newsletters focussing on Number.</p> <p>Maths workshops held in Term 2 and 3 for Parents</p>	<ul style="list-style-type: none"> • A range of ICT strategies are developed to support differentiation and engagement • Staff are involved in Jo Boaler On line course. Discussions and classroom follow up. • Staff are supported with the development of Number Talks • Staff involved in task design, moderation and assessment work within the school and within the Partnership.. • Trusting the Count assessments are used from R-2 . • Groupings around TTC and Place Value from Big Ideas in Maths are developed between classes to support students achieving these areas. • A TTC intervention program is introduced for identified Year 1,2,3 students. • A range of school practices HIGHLIGHT Growth Mindsets • Parents supports are developed such as Maths bags, Parent sessions, newsletter items to support Parent understanding around Maths.

<p><u>UNIT</u> Unit staff will use ABLES (Ability Based Learning & Education Support) to assess students and develop appropriate programs that meet individual learning needs.</p>	<ul style="list-style-type: none"> • Teaching purposeful and relevant curriculum to all students with disabilities using the ABLES model. • Increased student engagement • Progress for all children in individual learning goals and across ABLES learning areas • Assessment used to create meaningful and individualized programs. • Differentiated learning. 	<ul style="list-style-type: none"> • 24 students to achieve 50% of their ILP goals for the year. • All unit students to show some progress in at least one learning areas of ABLES after 2 rounds of data entry. 	<p>ILP Goals are reviewed against ABLES each term with staff and parents</p> <p>Teachers to enter data in the 4 learning areas of ABLES for all students twice a year. In 2018 data entry will be:</p> <ul style="list-style-type: none"> - Round 1: completed by Term 2, week 5 - Round 2: Completed by Term 4, Week 5 	<ul style="list-style-type: none"> • All unit staff to familiarize themselves with ABLES and follow the teaching & learning cycle (Assess, Data, Plan, teach) • Produce assessment reports twice a year and use to guide planning • Hewett to share their knowledge of ABLES with other units • Student achievement in each of these learning areas will be linked to the relevant outcomes in ACARA including the 4 levels below foundation Level (A, B, C & D). • Assessment reports will be produced and analyzed to support high quality teaching and learning in every classroom. Assessment data will also be used to help create purposeful individual goals for ILP's
<p><u>WELLBEING</u> Implementing consistent practices to support wellbeing and behaviour across the school.</p>	<ul style="list-style-type: none"> • Berry Street Model strategies implemented • Implement classroom 1-4 scale behavior model • Pos. Ed. Implementation at a class level • Classes using the Kimochis (including teaching companion) in their classes • Development of SLIC • Improved attendance rate 	<ul style="list-style-type: none"> • 5% reduction in SU, TH, TA from 2017 to 2018 in the mainstream. • Students and staff identify behavior as being well managed above a 3.6 . • Social and Emotional wellbeing percentage increase by 5% in 2018 Wellbeing survey • 94% attendance at the school level. • School ATSI students will achieve a 94% attendance level. 	<p>Behaviour Data reviewed every 5 weeks.</p> <p>Term reviews of the number of children at level 1-4.</p>	<ul style="list-style-type: none"> • Site leaders to train staff around Berry Street Model. Staff begin to implement. • All staff complete 4-day training. Semester foci areas for whole school/every class (e.g. Positive Emotions and Positive Engagement). • More staff completing Kimochi training. Class sets of Kimochi resources and implemented. Staff begin to use the language in class with their students. • Wellbeing updates in newsletters/Skoolbag • Development of the Classroom behavior strategy following the Berri Primary model involving students and staff in identifying behaviours.